Defining Gender in the XXI Century

Methodology Guide

Rapid Qualitative Assessment to inform the World Development Report on Gender (2010)
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Contents
SECTION I: INTRODUCTION ........................................................................................................................................... 4
   Assessment Concepts and Rationale.......................................................................................................................... 4
   Site Selection and Refinement of Tools ...................................................................................................................... 6
   Overview of Tools and Informants .......................................................................................................................... 7
   Facilitation and Documentation Issues ................................................................................................................... 8
SECTION II: DATA COLLECTION TOOLS ......................................................................................................................... 13
   Activity 1. Community Questionnaire ..................................................................................................................... 13
   Activity 2. Focus Group Discussion with Youth: Making Economic Choices .......................................................... 35
   Activity 3. Focus Group Discussion with Adults: Ladder of Power and Freedom ................................................ 47
   Activity 4. Mini Case Study ..................................................................................................................................... 62
   Activity 5. Focus Group Discussion with Adolescents: Reaching for Success ..................................................... 64
SECTION III: DOCUMENTATION, DATA ANALYSIS, AND REPORT PREPARATION ................................................. 77
   Documentation of Data ........................................................................................................................................... 77
   Community Synthesis Report ................................................................................................................................. 78
   Country Synthesis Report ....................................................................................................................................... 79
   Appendix: Ladder of Power and Rights ................................................................................................................ Error! Bookmark not defined.
SECTION I: INTRODUCTION

To inform the upcoming World Development Report on Gender Equality and Development (WDR 2012), as well as country policy dialogues and programs, the World Bank is commissioning rapid qualitative assessments in approximately 10 countries on gender and economic decision-making. The purpose of the assessments is to explore: i) women’s and men's subjective views of and experiences with making key economic decisions, such as how to make a living and how to build and protect major assets; and ii) whether and how the gender norms that surround these choices may be shifting—as educational opportunities expand, as the economy changes, as connectivity rises, and so forth.

The methodology featured in this guide is designed to enable rich and detailed discussions of the factors and processes shaping economic decisions, and provide a basis for comparative analysis across gender, generations, and community and country contexts. Although extensive quantitative analysis on some gender dimensions of development is possible from household surveys, their insights are limited because most do not examine intra-household and community-level dynamics; and they often cover a limited set of economic, demographic, and human development factors.

The guide begins with discussion of the assessment topics and preparation of the fieldwork. Section II then presents the five data collection tools, and section III concludes with guidance on the documentation of field activities, data analysis, and drafting of community and country synthesis reports.

Assessment Concepts and Rationale

The methodology below is designed to explore the gender dimensions that surround economic decision-making processes, and whether and how they may be changing. Questions are posed that often require the participants to reflect on and grapple with inequitable gender power relations and social norms in their societies. This section briefly examines the concepts of gender power relations and social norms, and how they very often interact to result in poorer wellbeing outcomes for women than for men.

The study of power relations is particularly concerned with the use (or abuse) of power by more advantaged social groups; and fundamentally, an examination of the gender dimensions of power relations is about the extent to which men control women. This assessment, however, is exploring whether and how women may be assuming more control over their lives in areas that relate to important economic decisions. Potential shifts in men's decision making processes are probed as well. And because power is relational, the focus group also examines how major economic decisions are considered, negotiated, and pursued with family members and with other actors in the marketplace and wider community. The questions seek to uncover whether the processes surrounding economic decision making in the different arenas are gender inclusive and cooperative. Laden with conflict? Or perhaps inaccessible to women? Questions also probe how gender roles and norms in these different arenas may be changing.
Social norms refer to the informal and formal rules that govern what a person can and cannot do as they go about their daily life. Gendered social norms stem from a society's values of what it means to be a "real" woman or a "real" man. Such norms guide what women and men say, what they wear, how they behave:

"By definition, norms come with associated social sanctions for failure to follow them. These sanctions can range from social ridicule for dressing in the wrong clothing for one's gender to being beaten, imprisoned or killed for having sex outside socially prescribed rules. Norms involving inequitable or harmful gender practices often represent the interests of those with greater power, most often men in powerful and leadership positions, but also women with seniority and influence in the family, community and political life. Because norms are internalized by women, girls, boys and men from their earliest interactions in the family and community, they produce self-regulating normative and compliant behaviors. As some women and men seek alternatives to their roles and responsibilities in the family and society, efforts to resist existing norms often require the courage to face the sanctions for breaking normative and codified expectations."

This assessment is looking for evidence of shifting gender norms, and how such shifts may be affecting the economic options and decisions of women and men in their different roles as individuals, members of households, workers, and citizens.

In many if not most societies, gender roles and norms interact to create higher expectations on and more opportunities for males than females to achieve in school, to be good providers, and to command control over assets. Gender roles and norms also dictate that females shoulder disproportionate responsibilities for unpaid domestic and caretaking work, responsibilities that "real" women should not question. However, such gender stereotypes are going through profound changes as more and more women have been pushed and pulled into the paid labor force worldwide. But the gendered social norms that surround men's and women's respective economic and caretaking roles are proving more resistant to change and a source of great stress on both sexes.

In data collected over a decade ago for Voices of the Poor, for example, many men across countries were facing unemployment and expressed humiliation and anger over being unable to maintain their status as the sole or main breadwinner in the home. In response, many women took up or expanded their livelihood activities to help their families cope; but they reported feeling overburdened by having to expand these responsibilities on top of their considerable household duties. In numerous contexts where male unemployment is particularly high, increased tensions in the household are widely reported as well as increased alcoholism, domestic violence, and other anti-social behaviors among men. Recent fieldwork conducted to assess the impacts of the global economic crisis suggests that inequitable gender structures and norms, and their consequences, are changing but continue to place great stress on many societies.

The focus group questions are designed to deepen our understanding of these trends by exploring the gender dimensions of processes surrounding women's and men's key choices about education, occupations, and accumulation and protection of major productive assets. These are choices that

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profoundly shape one's productivity, earning power, resilience to shocks, and social standing; and these choices bear quite directly on the underpinnings and dynamics of gender inequalities in a society and its potential for inclusive development. In addition, some emphasis is placed in the focus group discussions on the transition to adulthood and earning a living because: "The start toward a working life is considered by many social scientists as the most important marker of independence."²

It must be stressed that control over economic decisions is but one dimension of understanding gender inequalities. Yet, as Amartya Sen notes, "It so happens that the enhancement of human capabilities also tends to go with an expansion of productivities and earning power."³

**Site Selection and Refinement of Tools**

The sampling framework for the assessment should be designed to inform key policy questions on gender and economic decision-making facing the country. The rationale used to guide the sample selection should then be used to refine the data collection tools and guide the data analysis to ensure that the assessment will inform national policy processes.

As individual country budgets permit, the sample might include two urban and two rural communities. For an understanding of gender differences in economic decision-making, it would be valuable to hypothesize about important contextual factors that may influence gender disparities in the country, and to select communities that would provide a good range of experiences to enrich and inform a comparative analysis. Urban and rural differences is one obvious divide, but there may be even more compelling stories to tell about gender differences in economic decision-making within urban and rural settings. In an urban context, for example, a range of experiences might be obtained by sampling:

- a poorer or remote neighborhood v. one that is better-off or more centrally located;
- a better off neighborhood near a high school or university (depending on country context) v. a poorer neighborhood with limited secondary (or tertiary) enrollment;
- a neighborhood near an export processing zone v. one providing services or factory work for the domestic economy.

In rural contexts, one might sample for a village near an active market v. a more remote setting; or an area producing commodities for export v. a less prosperous area with primarily subsistence or local production.

In addition, many gender studies do not account for other important social group differences among women and men; and depending on the country context, examinations of gender differences in economic decisions may also be enriched by incorporation of concerns for ethnicity, caste, or religion. Other policy issues might look at different gender practices and norms across regions within a country that affect particular occupational groups (e.g. public sector v. domestic firms v. export firms; or variations by types of

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crop/livestock systems), trends in domestic violence or wider insecurity, labor migration and remittances, inheritance and property ownership, credit access, or gender inclusion in local governance.

Once the sampling rationale is clear, the data collection tools will need to be refined. This guide presents the core questions that must be asked in each activity; however, country teams should add questions or new modules to ensure that the key national policy concerns are addressed. In addition, the language used in the existing questions will need to be adapted to the local context while taking care to preserve the meaning of the original questions.

**Overview of Tools and Informants**

The methodology features five data collection tools: a community questionnaire, two focus group discussions, and a mini case study. The table below provides an overview of the methods. The tools were piloted in Peru and Liberia in June of 2010.

**Data Collection Tools and Respondents**

<table>
<thead>
<tr>
<th>Data Collection Method</th>
<th>Time required</th>
<th>Purpose</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1. Community Questionnaire</td>
<td>1 hour</td>
<td>– To gain an understanding of the local context, and community level factors that may contribute to gender differences and changes in gender norms and practices surrounding economic decision-making and access to opportunities.</td>
<td>– 1 or 2 key informants</td>
</tr>
</tbody>
</table>
| Activity 2. Focus Group Discussion with Youth: Making Economic Choices | 2.5 hours     | To explore with young women and men:  
  – Happiness  
  – Daily time use  
  – Decisions surrounding transitions from school to work and family formation  
  – Independence, cooperation, and obligations in economic decision-making processes  
  – Divorce, family dispute resolution mechanisms  
  – Local economic opportunities  
  – Savings practices  
  – Community participation  
  – Knowledge of gender-related rights  
  – Role models  
  – Hopes for the future                                                                 | – 1 FGD of 8 to 12 female youth, ages 18 to 24  
  – 1 FGD of 8 to 12 male youth, ages 18 to 24                                                                 |
| Activity 3. Focus Group Discussion with Adults: Ladder of Power and Freedom | 2.5 hours     | To explore with adult women and men:  
  – Happiness  
  – Differences in the exercise of power and freedom, with a focus on economic decisions  
  – Local economic opportunities  
  – Independence, cooperation, and obligations in economic decision-making processes  
  – Divorce, family dispute resolution mechanisms  
  – Sources of economic support  
  – Household gender relations  
  – General patterns of domestic and community violence  
  – Hopes for the future                                                                 | – 1 FGD of 8 to 12 female adults, ages 25 to 60  
  – 1 FGD of 8 to 12 male adults, ages 25 to 60*                                                                 |
| Activity 4. Mini Case Study             | 1 to 2 hours  | – To provide in-depth analysis of a finding that emerges as important for understanding gender norms or structures shaping economic decisions in that locality.                                           | – 1 or 2 key informants                                                                          |
| Activity 5. Focus Group                | 2.5 hours     | To explore with male and female adolescents:                                                                                                                                                           | – 1 FGD of 8 to 12 male and female adolescents                                                    |
Discussion with Adolescents: Reaching for Success

- Happiness
- Daily time use
- The value of education
- Aspirations for the future
- Local economic opportunities
- Savings, assets and control of assets
- Formation of families
- Norms surrounding adolescent girls and boys
- Domestic violence and public safety
- Social networks

12 female adolescents, ages 12-16
- 1 FGD of 8 to 12 male adolescents, ages 12 to 16

Facilitation and Documentation Issues
It is important to keep in mind that this is a cross-country study. Concerns for being responsive to the issues and pacing of a specific group's discussion will need to be balanced with the global study's need for a core set of data that can be compared systematically across all of the focus groups across countries. The facilitators are requested to stick closely to asking the same questions and creating the same visuals provided in the interview guides below. In addition, there are closed-ended questions incorporated into the focus groups that will need to be completed and reported. The particular sequencing of the modules, however, can be changed. And facilitators are strongly encouraged to probe more deeply on issues or concerns that emerge as important or that spark heated discussions among the focus group members.

Please allow time for focus groups to reflect on and reply to the more general questions before moving to more detailed probing. For broad questions, such as "What does it mean to be a powerful woman here?" we especially want to know what women say without guiding their responses in particular directions. Then depending on what emerges, follow-up with the more detailed questions; and when possible, it can be very helpful to do this in a way that builds on their responses. For example, if a discussant says that powerful women have professional jobs, then use that response to guide the group into a more detailed discussion of jobs.

If a question is received in silence, and appears to be too sensitive for an open and frank discussion among the group, then the facilitator should move on to the next question and perhaps return later to the topic when there is more trust in the group. For this reason, some of the more sensitive questions are reserved for later modules when there is greater rapport among members of the group. Also, side discussions with one or two focus group members during a break or at the end may provide another means for gathering sensitive information that could not be obtained during the session.

It happens often that in a focus group exercise, two-to-three people dominate the discussion while the rest are passive. These 2-3 active members tend to be the most influential in the community. One means to foster a more open discussion is to disengage the powerful. They might be taken aside to conduct a Community Questionnaire. The team leader in the field can do this activity, while the rest of group carries on with the focus group. Another way of overcoming this problem is to meet with community leaders on the first day to gain their trust and allow the team to carry on independently.
Please be mindful not to prolong the discussions. If an activity goes on for too long, respondents get irritated and want to finish. This may be even before the team has received answers to important questions in the activity. So keep an eye on your watches!

Introducing the focus group

Prior to working with any group, the study team members should very briefly explain:

- the objectives of the assessment;
- the type of information being solicited and how it will be recorded;
- that participation is entirely voluntary and that no adverse consequences will come to those who do not wish to participate; and
- provisions being taken to ensure the confidentiality of the data and the anonymity of the informants.

Field team members should also be prepared to address any questions or concerns that study participants might have.

Please keep in mind that research of this kind can often generate expectations of some sort of benefits among the people participating in the assessment. It is therefore important to explain clearly that this is only a study to understand how women and men are making important economic decisions and how this is changing. The study may influence policies at different levels of government and internationally—and in turn have a positive impact on women's and men's lives indirectly. But whether or when this may happen is not possible to predict.

The teams should also decide whether to mention the World Bank, as this may add to expectations.

The focus group is attempting to document how community members conceptualize, understand and interpret their own lives and that of their community. To gather such information, it will be vital to gain the trust and confidence of the local people. It will be useful for field team members to consider and agree on a common code of conduct that they can follow before they go out to the field, which will help to generate trust with the community. Be respectful and establish a comfortable rapport with participants so they feel they can convey what they honestly think and believe—without fear of ridicule, criticism, aspersion, or reprisal.

Specifying the recall period

There are many questions throughout the instruments that ask people to reflect back 10 years ago. To assist with the recall, it will be useful to substitute a fixed reference year for the term of “10 years ago”. The year selected should be one that is roughly a decade ago and will stand out in most people’s minds because of a particularly important event. This might be a natural disaster, a change of government, the
end of a conflict, an epidemic, or some other happening that will help people place themselves back in time. You might introduce the initial questions by referring, for example, to the year 2000 when xx was just elected president...

**Visuals**

The creation of visuals during focus groups can be a useful means to capture a lot of data quickly, and provide a basis for rich discussions on complex topics. Visuals can also help with analysis later. Several tables will need to be prepared in advance of the focus group. For contexts where literacy may be limited, teams may wish to repeat the options several times or create symbols that can be easily interpreted. For example, a face with a big smile might be used to represent “very happy” for the happiness question in module 1 of the focus groups.

For this study, the closed-ended questions require individual responses from the focus group members rather than a consensus response so that the members of the group do not bias one another's responses. Teams are free to collect this information in different ways as long as the focus group members are not aware of each other's responses until after they select their own response. One suggestion to minimize the disruption of this task is to provide focus group members with a pencil and small sheets of paper in advance of the focus group. After reading out a closed-ended question and the response options, the participants then simply record the number that corresponds with their response, and deposit the paper in a cup that is passed around. The facilitator and note taker can then work together quickly to group the responses into piles and record totals on the table. The responses to these questions will also need to be recorded in a standardized excel table that will be provided to document findings from the Community Questionnaire as well.

So that new tables do not need to be created for each activity, post-its can be placed in each cell of the tables, and then used post-its can be replaced with new ones for each activity. The daily time use chart and key for the different time use options will also need to be prepared in advance. For the visuals on the i) Ladder of Power and Freedom; ii) Best/worst ways to make a living; and iii) Community roles and responsibilities, however, the facilitator will need adequate blank sheets of flip chart paper.

Please remember that the preparation of visuals and recording of responses to closed-ended questions on the flip charts should be used to guide and enrich additional discussion on their respective topics. For the closed-ended questions, for instance, please probe into the least as well as most common responses by inviting group members to explain, for example, why they responded "not happy at all."

**Note taking**

It is not recommended that focus groups be recorded electronically on tapes. Not only is transcription from tapes costly, but the volume of transcripts can quickly become overwhelming and impossible to analyze within the timeframe of the research.
This means that careful note taking during focus groups is critical. The following principles are suggested for note taking:

1. **Capture people’s own voices**: To the fullest extent possible, document in people’s own words the reasons for their responses. These findings are what will make your assessment unique. This is the foremost guiding principle for research under this project. It may be necessary to paraphrase especially long responses, but endeavor to capture in full quotes the most important statements made by the informants. It can also be valuable to indicate in the notes where discussion on a topic was particularly heated or there was strong disagreement or agreement in the group.

2. **Keep language simple**: Please use every day language. This research does not demand heavy terminology. Simply record local people’s own local terms, proverbs and sayings.

3. **Note the mood of the meeting**: Please indicate your notes whether the discussions were marked by high or low levels of energy and engagement. It can also help greatly with analysis later if there are notes for the key topics on the ease with which the group reached agreement or whether there was heated debate.

4. **Separate the researcher**: It is critical to self-consciously distinguish your (the researcher’s) own interpretations from what is being reported by participants. Please do not impose your opinions and biases. Put aside your own world view. Endeavor to see the world view of the community member. For example, if community members tell the team that “they work together; are willing to join forces; their children are happy; their families are warm,” please report this in the same words spoken. As a footnote or marked in parenthesis, however, a researcher should feel welcome to introduce his/her own comments or interpretations on what the quotation really means.

5. **Review notes immediately after completion of activity**: Note takers will need to set side time very shortly after every activity to review what they have written. The notes will likely need to be edited, expanded, or explanatory comments added. If too much time passes before the notes are reviewed and refined, valuable information will likely be lost due to notes that may only be partially complete, confusing, or contradictory.

6. **Document sources completely**: Every single quotation used in the activity, community, and country reports for this assessment must be accompanied by a reference to the person (or gender at a minimum), data collection tool, and community from where the quotation comes. It is thus very important in the note taking and drafting of reports to keep track of the names or gender of people being cited, data collection instrument, and location. Careful attention to referencing cannot be stressed enough: quotes, visuals, and other evidence without a full source will constrain analysis and have to be dropped from synthesis reports.

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4 During the pilots, the teams found it useful to provide nametags for the focus group members. This not only helped to put everyone on a first-name basis and build trust in the group, but it also aided the note takers with providing sources for the quotes.
7. **Build in team work**: After a day’s work, take time for the team to share notes and give feedback on important findings that seem to be emerging and the additional questions that the team needs to ask to better understand these findings. Also discuss what has gone well and what is missing.
SECTION II: DATA COLLECTION TOOLS

Activity 1. Community Questionnaire

**Purpose**

1. To provide background information about the community; and
2. To gain an understanding of community level factors that may contribute to gender differences and changes in gender norms in economic decision-making and access to opportunities.

**Selection of Informants**

Only one questionnaire needs to be completed in each community. However, a single informant may not be able to answer all of the questions. For this reason, it may be useful to meet separately or together with two or three local key informants who are very knowledgeable about the community. Please try to use informants of both sexes because some questions probe into women’s and men’s specific experiences in labor markets, with public services, and in local civic and political networks.

The informants might be a community leader, government official, politician, an important local employer, a business or financial leader, teacher, or healthcare worker. Relevant considerations are not only which informants are most likely to know the requested information, but also which are most likely to provide it in an unbiased manner. Follow-up interviews with additional informants or perhaps a focus group member outside of the focus group should be conducted as needed to complete the questionnaire.

**Time Requirement**

- An hour and fifteen minutes

**Materials Needed**

Blank copies of Community Questionnaire.

**Preparation**

As with the focus group instruments, the questionnaire will need to be refined, and questions may need to be added to address the particular policy focus of your country study. When revising and translating, however, please be sure to stay as close as possible to the meaning of the closed-ended questions (which begin with a letter "C"), as these will be used systematically in the cross-country analysis. The open-ended questions can and should be tailored as needed so that they will be appropriate to the local context.
COMMUNITY QUESTIONNAIRE: GENDER AND ECONOMIC CHOICE

Name of interviewer: ______________________

Date(s) of interview: ______________________

Name of respondent(s): ________________________________________________

Age, Sex, and Position in the community:

_____________________________________________________________________

Signature of field team leader (indicating the Community Questionnaire was completed and reviewed):

______________________________________

Any comments/observations during the interview:

_____________________________________________________________________________________

_____________________________________________________________________________________

Community information

Name of village/neighborhood: ______________________

Country_____________________________________________________________________

URBAN: City: ______________________

Department/Province: _________________

RURAL: County/District: ______________________

Department/Province: ______________________
Part 1. Historical, Economic, and Demographic Information

1.A Tell me a little bit about the community. How old is it? What is important to know about the history and people of this neighborhood/village?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

C1.1. Compared to ten years ago, do you think this community is more prosperous and most people have higher levels of well-being and income? Or, is the community about the same or less prosperous as ten years ago?

MORE PROSPEROUS ................................................................. 1
ABOUT THE SAME ................................................................. 2
LESS PROSPEROUS ................................................................. 3

C1.2. How does the current prosperity and well-being of this community compare to most others in this area?

VERY PROSPEROUS ................................................................. 1
ABOUT THE SAME AS MOST OTHERS................................. 2
LESS PROSPEROUS ................................................................. 3

C1.3. How many people live here?
C1.4. Roughly what share of the population is poor currently in this community? ____ %

C1.5. What share of the community’s population was poor 10 years ago? ____ %

1.B Have there been any major events that greatly affected economic opportunities here over the past 10 years? Perhaps this area received a major development project? Or on the negative side, a major weather shock? [If the informants do not mention the 2007-8 food/fuel crisis or the 2009-10 global economic crisis, probe into whether these may have had local impacts.]

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

1.C. Was everyone in the community affected equally by these changes, or did some groups benefit (were harmed) more than others?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

16
C1.6. How would you rate the local market(s) that most people use in this community for selling or buying goods? Is it an active and diverse market, with a broad selection of goods?

The local market is very active ................1
The local market is moderately active ......2
The local market is weak .......................3

1.D. [If Urban, skip first question on daily/weekly.] Is this a daily or a weekly market? Are prices in this market competitive with the largest markets in the country? If not, how easy or difficult is it for local people to reach an active market to sell or buy goods?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

C1.7. Compared to 10 years ago, the local market that most people use is

More active .........................1
The same ...........................2
Less active ..........................3

1.E. Why?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
C1.8 In your view, how easy or difficult is/was it for men to find work with a private employer in the local area?

- Easy ........................................................................................... 1
- Doable if help is available from friends/relatives...................... 2
- Doable if help is available from an employment agency or other professional help ................................................... 3
- Difficult ...................................................................................... 4

A. Currently

B. 10 years ago

C1.9 To what extent do/did women living in this community work for pay:

- A majority of women work for pay ...................................1
- Some women work for pay ...............................................2
- Rarely women work for pay ..............................................3

A. Currently

B. 10 years ago

1.F. Are certain types of girls or women more likely to work for pay than others in this community? [Probe into differences in women's economic roles that may be present in the community due to differences in age, marital status, or socioeconomic status, problems of security, or where relevant, due to differences in religion, ethnicity, or caste (e.g. practice of seclusion).]
C1.10 In your view, how easy or difficult is/was it for women to find work with a private employer in the local area?

Easy .................................................................................................................. 1
Doable if help is available from friends/relatives.......................... 2
Doable if help is available from an employment agency or other professional help ................................................... 3
Difficult ........................................................................................................... 4

A. Currently

B. 10 years ago

[If Urban:] Why? Tell me about the most important private sector employers for men in this area? [If access is not easy:] What are men's main constraints to accessing these jobs? How have men's employment opportunities changed compared to ten years ago?

[If Rural:] Why? Tell me about the most important private sector employers of farm work for men in this area? And what are the most important private sector jobs for men other than farming? [If access is not easy:] What are men's main constraints to accessing these jobs? How have farm and off-farm employment opportunities changed for men compared to 10 years ago?

[Repeat questions for women.]

1.G. Private sector work for men (now and ten years ago):

__________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
1.H. Private sector work for women (now and ten years ago):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

C1.11. What is the average daily wage of an unskilled adult male worker in this village/neighborhood? How much was this wage ten years ago?

A. Currently? ________________

B. 10 years ago? ________________

C1.12. What is the average daily wage of an unskilled adult female worker in this village/neighborhood? How much was this wage ten years ago?

A. Currently? ________________

B. 10 years ago? ________________

C1.13. In your view, how easy or difficult is/was it for men to find work with the government in the local area?

Easy ................................................................................................................................. 1
Doable if help is available from friends/relatives........................... 2
Doable if help is available from an employment agency or other professional help ........................................ 3
Difficult .......................................................................................................................... 4

A. Currently

B. 10 years ago
C1.14. In your view, how easy or difficult is/was it for women to find work with the government in the local area?

Easy ........................................................................................................ 1
Doable if help is available from friends/relatives......................... 2
Doable if help is available from an employment agency or other professional help .......................................................... 3
Difficult ........................................................................................... 4

A. Currently  

B. 10 years ago  

Why? What are the main government jobs available to men in this area? What keeps men from obtaining these jobs? How have government employment opportunities for men changed compared to 10 years ago?

[Repeat questions for women.]

1.1. Public sector work for men (now and ten years ago):

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
1.J. Public sector work for women (now and ten years ago):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

1.K. Are there public works projects here that hire many men? And many women?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Part 2. Services and Information Access Information

C2.1  a.  [IF URBAN]

i. How far away is this neighborhood from the center of the city (in kilometers)?

ii. And how far away is it from the area where most government offices are located (in kilometers)?

b.  [IF RURAL]

i. How far away is this village from the nearest city (in kilometers)?

ii. Is the road between this village and that city passable all year long?

   YES .............................................................. 1
   NO ............................................................... 2

iii. Is there a daily bus or train service to this city?

   YES .............................................................. 1
   NO ............................................................... 2

iv. How far away is the village from where most government offices are located (in kilometers)?
C2.2. Does this community have any of the following facilities or programs today? And did it have any of these ten years ago?

<table>
<thead>
<tr>
<th>Facilities and Programs</th>
<th>A. Have Currently?</th>
<th>B. Had 10 years ago?</th>
<th>If not present, distance to facility or program in kilometers</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. A preschool or nursery school</td>
<td>YES......1</td>
<td>YES......1</td>
<td></td>
</tr>
<tr>
<td>ii. Government primary school</td>
<td>NO........2</td>
<td>NO........2</td>
<td></td>
</tr>
<tr>
<td>iii. Private primary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Government lower secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Private lower secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Government upper secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Private upper secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii. Public health center or clinic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix. Private health center or clinic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>x. Church/Mosque/ Temple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xi. Job training or vocational programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xii. [If rural:] agricultural extension programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2.3. What share of school-age children in this community attend:

i. Primary school:   

ii. Secondary school:

ALL CHILDREN .....................................................1
MOST CHILDREN ..................................................2
ABOUT HALF OF THE CHILDREN.................................3
LESS THAN HALF..................................................4
VERY FEW/NONE...................................................5

C2.4. Are schools separate for girls and boys?

YES.......................................................1  
NO.......................................................2  
→(If no, skip to question C2.6)

C.2.5 If yes,

All schools .....................................................1
Only middle or secondary schools .............2
C2.6. What share of the community has these services?

<table>
<thead>
<tr>
<th></th>
<th>The entire community</th>
<th>Most of the community</th>
<th>About half of the community</th>
<th>Less than half/very few</th>
<th>No one in the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Electricity?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b) Pipe-born water?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Public standpipes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) A public sewage system?</td>
<td></td>
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</tbody>
</table>

2.A. [SKIP IF THERE IS WIDESPREAD ACCESS TO PIPE-BORN WATER:] For those households with limited access to drinking water, who generally collects this? How far must they travel? And how much time do they generally spend on this task each day?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

C2.7. How reliable are the following services? [Skip services not available in the community.]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Currently, electricity service is available:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Drinking water service?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Public sewage service?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Public transport?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2.8. How would you rate the quality of the public health center or clinic in this village/neighborhood today?

VERYGOOD .......................................................... 1
GOOD .............................................................. 2
OKAY ............................................................... 3
BAD ................................................................. 4
VERYBAD ............................................................ 5
Do the women in this community have any particular difficulties using any of these services, like electricity, drinking water, or public transport or facilities and programs mentioned before, like school, public health center or clinic, church or training and vocational programs? Do men?

2.B. Women:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2.C. Men:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2.D. What are the main social assistance programs available for poor women, men and children in this community? Which program do you think is most important?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
C2.9 Does the village/neighborhood have access to the following? And was this the case 10 years ago?

YES.........1
NO.........2

<table>
<thead>
<tr>
<th>Information Source</th>
<th>A. Currently</th>
<th>B. 10 years ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Local newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. National newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. National television station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. National radio station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Local radio station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Community bulletin board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Public telephones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii. Public place to use the internet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C2.10 How many people in this village/neighborhood have cell phones?

EVERYONE .........................................................1
MOST EVERYONE ..................................................2
ABOUT HALF OF COMMUNITY ......................................3
LESS THAN HALF...................................................4
VERY FEW/NONE..................................................5
Part 3. Social Information

3.A. Please tell me about the different ethnic and religious groups who live in this community. [Add caste if relevant]

- Roughly, what is the population share of each group?
- Are certain groups generally better off than others?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3.B. [Skip if 1 is selected:] What are some of the causes of the tensions? Has there ever been property damage, injuries, or deaths due to these tensions? [Identify forms of violence, if present, and probe into whether there may be specific groups that may often be causes of or victims of the tensions, such as male youths or certain minority groups? Also probe into whether and how women in the community may be affected by these tensions.]

EVERYBODY GETS ALONG HERE VERY WELL.........................................................1
MOSTLY PEOPLE GET ALONG HERE BUT SOMETIMES THERE ARE TENSIONS..........2
THERE ARE A LOT OF TENSIONS AND MOSTLY PEOPLE STICK TO THEMSELVES........3

3.C. [Briefly explore:] Does this community have any tensions with other communities in this area?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

28
C3.2. If there was a water supply problem in this community, how likely is it that people will cooperate to try to solve the problem?

Very likely ............................. 1  
Somewhat likely ......................... 2  
Neither likely nor unlikely.............. 3  
Somewhat unlikely...................... 4  
Very unlikely............................ 5

C3.3. In the past year, were there organized meetings of residents to discuss community issues?

YES.................................................. 1  
NO.................................................. 2  
→(If no, skip to question C3.4)

<table>
<thead>
<tr>
<th>C3.3a. If so, number of time such meetings were held</th>
<th>C3.3b. What percentage of village residents attended these meetings?</th>
<th>C3.3c. What percentage of participants were women?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C3.4. Ten years ago, were there organized meetings of residents to discuss community issues?

YES.................................................. 1  
NO .................................................. 2  
→(If no, skip to question C3.5)

<table>
<thead>
<tr>
<th>C3.4a. If so, number of time such meetings were held that year</th>
<th>C3.4b. What percentage of village residents attended these meetings?</th>
<th>C3.4c. What percentage of participants were women?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**C3.5.** Now I would like to ask you about the groups or associations, networks, and organizations that exist in this village/neighborhood. These could be formally organized groups or just groups of people who get together regularly to do an activity or talk about things. *(Please ask if a to h are present, and only ask about other types of groups as appropriate for country/community context.)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How many groups or associations exist that relate to this village/neighborhood's main economic activities <em>(for example, farming, fishing or crafts cooperative; or trade or manufacturing group)</em>?</td>
<td></td>
</tr>
<tr>
<td>b. How many groups or associations exist that deal with finance, credit or savings?</td>
<td></td>
</tr>
<tr>
<td>c. How many groups or associations exist that deal with education or health?</td>
<td></td>
</tr>
<tr>
<td>d. How many political groups or associations exist in this village/neighborhood?</td>
<td></td>
</tr>
<tr>
<td>e. How many religious groups or associations exist <em>(church, mosque, temple, informal religious group, religious study group)</em>?</td>
<td></td>
</tr>
<tr>
<td>f. How many ethnic groups or associations exist?</td>
<td></td>
</tr>
<tr>
<td>g. How many youth or sports groups exist?</td>
<td></td>
</tr>
<tr>
<td>h. Other <em>(please specify name and function)</em></td>
<td></td>
</tr>
</tbody>
</table>
C3.6. What are the two most important organizations active in the community and what is their purpose? Are the members of the organizations mostly men, women or both? How does one join these groups?

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Type of Group (indicate code as per list above)</th>
<th>Gender Composition</th>
<th>Type of membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender Composition</th>
<th>Membership Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The membership includes men and women</td>
<td>1. Based on religion, ethnicity or cast</td>
</tr>
<tr>
<td>2. The membership is mostly men</td>
<td>2. Required to join</td>
</tr>
<tr>
<td>3. The membership is mostly women</td>
<td>3. Invited</td>
</tr>
<tr>
<td>4. Voluntary choice</td>
<td>4. Voluntary choice</td>
</tr>
<tr>
<td>5. Other (specify)</td>
<td>5. Other (specify)</td>
</tr>
</tbody>
</table>

C3.7. What two community groups are the most important for women in this community? (simply indicate “same as #1” or “same as #2” (from C3.6) in first column if relevant and skip rest of columns for that group)

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Type of Group (indicate code)</th>
<th>Gender Composition (indicate code)</th>
<th>Type of membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**C3.8.** Do any of the groups that you just mentioned interact on a regular basis with groups outside the community? Have any of the groups received support in the past 5 years from the government or from civic or private groups outside the community? If so, which of the four groups received this type of assistance? [Again, skip #3 or #4 if same as #1 or #2]

<table>
<thead>
<tr>
<th>Organization</th>
<th>Group interacts regularly with one or more external groups?</th>
<th>Received government funds?</th>
<th>Received civic or private support from outside the community?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes ........1</td>
<td>Yes ........1</td>
<td>Yes ........1</td>
</tr>
<tr>
<td></td>
<td>No...........2</td>
<td>No...........2</td>
<td>No...........2</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 4. Political Information

C4.1. Is/was there an elected village/neighborhood leader?

YES ................................................................. 1
NO ................................................................. 2

A. Currently
  
B. 10 years ago

C4.2 If so, is/was this leader a woman?

YES ................................................................. 1
NO ................................................................. 2

A. Currently
  
B. 10 years ago

C4.3 Is/was there a council in the village/neighborhood?

YES ................................................................. 1
NO ................................................................. 2

A. Currently
  
B. 10 years ago

C4.4. If so, what percent of council members are/were women?

A. Currently
  
B. 10 years ago
4.A. Tell me a little bit about the local government here. Are your local politicians accessible to people and active in supporting the community?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4.B. Do women hold any important positions in the local government? Are there any women in leadership roles in community organizations?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Thank you for taking the time to complete these questions. Your answers are very important in informing our assessment of local factors that may be shaping men's and women's economic decision-making.
Activity 2. Focus Group Discussion with Youth: Making Economic Choices

Purpose:
To explore with young women and men:

| Module I: All in a Day | Happiness  
|                       | Daily time use  
| Module II: Family Life | The value of education  
|                       | The transition to life after studying  
|                       | Migration and remittances  
|                       | Formation of families  
|                       | Independence, cooperation, and obligations in economic decision-making processes  
|                       | Divorce, family dispute resolution mechanisms  
| Module III: Market and Community Life | Local economic opportunities  
|                       | Savings practices  
|                       | Community participation  
|                       | Knowledge of gender-related rights  
|                       | Role models  
|                       | Hopes for the future  

Informants:

- A group of 8 to 12 female youths, ages 18 to 24
- A group of 8 to 12 male youths, ages 18 to 24

The composition of the focus groups should, as much as possible, reflect the range of educational and livelihood experiences that are common in the community for the youth. Nevertheless, if there is a youth that is much more educated or wealthier than most in the community, he or she should not participate in the focus group as they are likely to dominate the discussion.

Time Required
2.5 hours

Interview Guide

- Welcome and introductions
- Explanation of study purpose
  - To explore how women and men are making key economic decisions in their lives, and whether and how these decisions may be changing
- Explanation that participation is entirely voluntary, and that the real names of the community and community members will not be used in the final report.
Module 1: All in a Day

- Let’s begin our discussions today by talking a little bit about your community. In general, do you think this community is a good place for a woman/man to live? Why? [This question is designed simply to warm up the group. Please do not spend more than 5 minutes discussing.]

- FGDY1. Generally speaking, would you say that you are:

|---------------|-----------------|-------------------|-------------------|

[Please see section on "Visuals" for discussion of how to gather responses to this and the other closed-ended questions in this focus group. As discussed there, it may be easiest to provide the focus group members with small pieces of paper and pencils to record individually their levels of happiness. Then collect the papers in a cup and record the responses on flip chart paper so that all can see.]

- Would any of you like to share some of the reasons for your happiness rating?

- Do you think the same things make women and men happy? Why? Or, why not? [If the discussion is not very rich, it may be useful to ask about differences in happiness between women and men in their family life? Working Life? Freetime?]

- What do you do to have a good time during your free time? Do you think women and men spend the same amount of time and money having a good time?

- Now I’d like to learn a little bit about how women/men in this community typically spend their day. Try to remember how you spent your time yesterday [if this was not a day of work, then mention the most recent day of work]. If yesterday was not a typical day, then describe another day. What time do you wake up? What do you do in the early morning? What do you do next?

[Invite a volunteer from the group to come up to the chart and mark up the timeline with colored markers or highlighters according to the four categories below. Please have the color-coded key and timeline visible on charts for the entire group to see. Then have the volunteer briefly narrate their day. It is fine to probe more deeply into time use, such as when they take a lunch break or how much time they spend commuting. Then proceed to document and share the daily schedules of two additional members of the focus group.]
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 a.m.</td>
<td>Working inside the home on chores and caretaking</td>
</tr>
<tr>
<td>6:00</td>
<td>Earning income</td>
</tr>
<tr>
<td>7:00</td>
<td>Attending school and studying</td>
</tr>
<tr>
<td>8:00</td>
<td>Commuting (for work, school, shopping, etc.)</td>
</tr>
<tr>
<td>9:00</td>
<td>Free time</td>
</tr>
<tr>
<td>10:00</td>
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<td>11:00</td>
<td></td>
</tr>
<tr>
<td>12:00 p.m.</td>
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<td>1:00</td>
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<td>2:00</td>
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<td>4:00</td>
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<td>10:00</td>
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<td>11:00</td>
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<tr>
<td>12:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
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</tbody>
</table>
[The questions below are for the whole group, and not just the three who shared their daily schedules.]

- What time of day is generally the most difficult? Why?
- Are there some things that women/men used to do with their days, but no longer do now? Are there some things that women/men do now, but did not do in the past?
- Are any of you engaged in unpaid work? This might be, for example, working on a family farm or helping a family member or relative with their business but you are not paid for this work. [If so,] How much of your time does this require?
- How would this table be different if it was prepared by a group of [mention opposite sex]? How do you think that they spend their day? [The facilitator should create a timeline on the chart using the final row. Invite the group to reflect on major differences and similarities between how women and men use their time.
- If you could change how you use your time, what would you change? What activities do you have to do but would like to do less of? What activities would you like to do more of?
  - What activities would you like to trade with the opposite sex?
Module 2: Family Life

Now I’d like to talk about educational experiences in this community, and how young people make the transition from their years of schooling to the world of work and starting a family.

− What do you think about going to school? Is it useful to get an education?

*Only ask the next three questions if school enrollment is low, or there are large gender or social group differences in enrollment:*

− How do families in this community decide which boys to send to school?
− And how do they decide which girls will go to school?
− How do you think families should make decisions about sending boys and girls to school?

− Do young women/men here generally work at the same time as they go to school?
  − If so, what age would a girl/boy in school generally start working? What kinds of jobs do they do?
  − What responsibilities does a girl/boy in school also have around the house?
  − Do you think it is good for girls and boys to work while going to school?

FGDY2. For those of you in this group who went to school but are no longer studying, was the end of your education because:

<table>
<thead>
<tr>
<th>1. You completed your education</th>
<th>2. You decided to leave school early</th>
<th>3. You decided with an adult in your household to leave school early</th>
<th>4. An adult in your household decided you should leave school early</th>
<th>5. Other</th>
</tr>
</thead>
</table>

− Tell me about why you decided to end your education? Was this an easy or difficult choice? Why? *(Spend time on this question, inviting members of the group to explain their responses to the question. In addition to why they ended their education when they did, please also probe into which adults in the household and extended family (male and female) were involved in this decision and how they were involved.)*

  − If you wanted to continue studying but could not, what would have helped you to stay in school?
What do you think are good reasons for why a young woman/man should decide to end their education? And a young [mention opposite sex]?

When you left school or finished your education, did you have a special goal? Did anyone help you try to achieve your goal? Did anyone get in the way?

What do most young women/men here generally do when they finish their education?

- What do you think young women/men should do when they finish studying?

For those who worked after finishing their education, what was your first job?

**FGDY3.** Was the way that you made a living right after school:

<table>
<thead>
<tr>
<th>1. Your own decision?</th>
<th>2. A joint decision with an adult in your household?</th>
<th>3. A decision that was mostly made by an adult in your household?</th>
<th>4. The only type of work that you could find?</th>
<th>5. Other?</th>
</tr>
</thead>
</table>

Why? [Probe into the reasons for the different responses. Where relevant, explore which adults were involved in this decision and whether and how gender or cultural norms surrounding what young women and men should do or should not do may have shaped individual choices.]

Do you think it is easy or difficult for a young women/man in this community to find work? Why?

Is it easier for young men or young women who live here to find a job? Why?

I'd like to discuss a few factors that can affect women's working lives.

- Can women move freely around this community and beyond it? Or do some women move freely but others stay inside or close to their homes?

- Overall, do you think women should stay home and care for the children? Or, is it acceptable for some but not other mothers to work? Or should all mothers be able to work if they choose?
What do your family, friends and neighbors think of working mothers? What should they think about working mothers?

Now let's say for some reason a young woman in this community really wants to find better work, and she decided that she needed to move away to where there were more opportunities.

- How easy would this be for her? Do many young women here migrate?
- How easy is it for young men to migrate? Do many migrate? Why?
- Do more men or women migrate? Why?
- Once a young person finds a job away from their community, who will send more money back home to support their family? A son or a daughter?

Now I’d like to change the subject a little bit, and talk about the time when young people usually come together and start their own families in this community.

- At what age does this generally happen? Is this a good age?
- Do young people enter into formal marriages here? Or do they usually just live together? [Please spend some time refining these questions so that they are appropriate for local marriage practices. We are interested in learning if marriage practices may be changing, and if so, how these changes may be affecting women’s and men’s economic security. For example, are there any new trends in the level of assets exchanged where dowry or bride price is practiced, and what are the effects of these changes? Or, if young people are now living together instead of entering into formal marriages, how is this affecting men's and women's economic security and control over assets?]
- Do you think marriage practices should change in the future? If so, how?
- At what age do women typically have their first child in this community?
  - Is this a good age? What age do you think would be best for the mother and child?
- How many children do women generally have in this community?
  - How many children did your mothers have?
  - How many children would you like to have?
  - Do you prefer sons or daughters? Why?
Do women decide in this community how many children to have? If not, how is this decision made?

What share of women in this community do you think use family planning services? Why?

Imagine the case of a married couple living here. Let’s call them Judith and James. Judith has been working very hard and has managed to save $100; and she is thinking of investing her savings in a business. Judith has discussed her business ideas with family and friends, and she would like to start a small food stand selling homemade sweets. James, however, does not support his wife’s business plan. How difficult do you think it would be for Judith to go ahead with her small business without James’s support?

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[With this case, please feel free to substitute with names that are currently popular among young people. In Liberia, for instance, the team is using Precious and Prince. Also, please feel free to adjust the $100 savings level to an amount that is appropriate for your context.]

Why? [Probe into the different responses.]

Would this be different if James decided to open a business, and Judith was not supportive of his idea? [Record response.] Why?

What are different ways that Judith could have saved this money to start her business? And James, how might he save up money? [Please spend some time on these savings questions. Probe into the specific savings instruments (which may be formal bank accounts, or animals, jewelry, properties... Or community-based rotating credit and savings associations...) and document the details of how women and men save.]

Let’s say that Judith begins her business and it is successful. Is the money that Judith earns hers alone to decide how to use? Or, is some of it for James to decide how to use?

- What do you think Judith should do with her money?

Does Judith have her own possessions? Does James have his own possessions?
o What important purchases does Judith spend her own money on? And what important purchases are made by James with his own money? What do they purchase together?

o Let's say that Judith and James have many disagreements beyond their business activities, and decide to get a divorce. Is this easy for them to do in your community?

  • What are some of the biggest hardships facing a woman and a man going through a divorce? Has this situation changed in recent years?

o If Judith or James got into a dispute, say over child custody/support or the division of property, where could Judith turn for help with resolving such a dispute? Where could James turn? [If relevant, probe into the presence/use of both informal and formal dispute resolution mechanisms that are present.]
Module 3: Market and Community Life

Now I'd like to talk about the ways that people make a living who live in this community. Generally, how do people search for jobs here? How do they find out about a job opening? Is it easy to obtain information about job opportunities?

Begin the next series of questions with a blank chart. Please do not prepare this chart in advance, as it is important that the group not know where the questions are heading in advance of asking them. At the top on the left of the chart, create a list with the best ways to make a living that are available in the community. Then draw a line at the bottom of the list, and start another list right underneath with the worst jobs. Once the two lists are complete, then create columns for women and men and add check marks to indicate the jobs that are held by men and the jobs that are held by women in that community.

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Please also make it clear to the focus group to base their responses on jobs that women and men actually have who live in their community. The list should not include jobs that very wealthy or very poor people have who do not live locally and who they do not actually know. Also, explain to the group that we are not only interested in knowing the most common jobs, but rather we would like to create a long list of the many different economic activities that people do in the community. If people mention a general job, like farming or running a business, ask them to describe the specific kinds of farms or businesses that people have in that community. If the group is only naming jobs that are specific to their sex, then probe into the presence of common jobs for the opposite sex until it becomes clear that the idea is to create a full list.

What are the best ways that people make a living in this community?

- [For a few of the common types of jobs, ask:] What makes this a good job?
What are the worst ways that people make a living?

- Why is this a bad job?

Which of these different jobs do men do? And women? [For jobs that both women and men do, probe into whether there are certain tasks related to those jobs that women do and that men do.]

Of all of these jobs, which are the most common ones that women and men do here? [Please mark these jobs with an asterisk or underline —and strive to include among the set of most common jobs, best and worst jobs that both women and men do and that only women and only men do. These “most common jobs” should be the focus of the remaining questions so that people are grounding their responses in the actual experiences of community members.]

How important is education for having a good job? [Please refer to the good jobs that are common there.]

- What skills are important nowadays? Are certain there certain skills that women or men lack but need to get a good job?

What determines whether certain jobs are more for men and others are more for women? [Again, refer to the most common jobs as relevant when asking each of these questions.]

- Do you think men and women are better at different jobs? Are they stronger at different skills?
- Do you think men are discriminated against for certain types of jobs?
- And women — what kinds of discrimination do they face?
- Do men and women commute to work in different ways?

What role does distance play in having a good job? Let’s say there are manufacturing jobs available a few villages away [if rural] or on the other side of town [if urban]. Would it be easy or difficult for a man from this community to take this job? And for a woman? [Probe deeply into this, and whether a woman’s access would likely be restricted to a certain age, marital or parent status, or socioeconomic status, or vary by religion or ethnicity. Are there safety concerns?]

More or less how much would a young man from this community earn when he starts working in [mention a job that is common in that community and in which both men and women work]? And a young woman, how much would she typically earn when she first starts this job? [Please indicate in the notes whether the pay is daily/weekly/monthly.]

How do women here react to losing their job? What happens? And men, how do they react?

What is keeping you from getting one of the best jobs on this list?
- How are young women/men involved in the community? What roles do they play in making the community a better place?

- Do the youth here participate in important decisions about the affairs of this community?

- In many countries laws have been changing to provide women with more rights. What new laws of this kind are you aware of?

  [If there is silence, then please note this and perhaps probe very generally into a couple of the following areas as relevant to your country context: in some countries there are relatively new laws setting a minimum age of when women can legally marry, or laws that strengthen women's rights to own and inherit property, or that strengthen child support or women's share of assets in the event of divorce. There may be new laws that support equal pay for equal work, or stronger laws to protect women from domestic or workplace emotional abuse and violence. It may be useful for teams to prepare in advance a brief note in simple language about new gender-related laws that can be shared with the focus group members at the end of the activity. During the focus group, however, the idea is merely to gain an understanding of local people's current knowledge about these rights.]

  - Do you see any changes in recent years because of these laws? What has changed?

- My final questions are about role models and your hopes for the future.

  - Who in your community do you most admire? Why?

  - Would you like to be like your mother/father? Was your [opposite sex -- father/mother] a role model for you?

  - Is there anyone on TV or radio, in the newspapers, in politics, or perhaps in sports or entertainment? Are these good role models?

  - What are your greatest hopes for the young women and men of this community?

*Many thanks for being so generous with your time today and for sharing your views and experiences.*
Activity 3. Focus Group Discussion with Adults: Ladder of Power and Freedom

Purpose:

To explore with adult women and men:

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<tr>
<th>Module I: Ladder of Power and Freedom</th>
<th>Happiness</th>
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<td>Differences in power and freedom, and factors that shape this, including household composition and cooperation, education, occupation, and control over and accumulation of assets</td>
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<td>Knowledge of gender-related rights</td>
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| Module II: The Market                | Local economic opportunities |
|                                      | Economic groups |
|                                      | Independence, cooperation, and obligations in economic decision-making processes |
|                                      | Divorce, family dispute resolution mechanisms |
|                                      | Sources of economic support |

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<tr>
<th>Module III: Gender Relations and Safety</th>
<th>Norms surrounding a good wife, good husband, and gender equality</th>
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<td>General patterns of domestic and community violence</td>
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<td>Hopes for the future</td>
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Informants:

- A group of 8 to 12 female adults, ages 25 to 60
- A group of 8 to 12 male adults, ages 25 to 60

The composition of the focus groups should, as much as possible, reflect the range of educational and livelihood experiences that are common in the community for the adults. Nevertheless, adults who are very important economically or socially in the community, or who are much more educated than most in the community, should not participate in the focus group, as they are likely to dominate the discussion.

If the community is very divided socioeconomically, and poorer groups are unlikely to participate freely in discussions with any better off groups, then an additional focus group of poor adult women should be added.

Time Required

- 2.5 hours

Interview Guide

- Welcome and introductions
- Explanation of study purpose
To explore how women and men are making key economic decisions in their lives, and whether and how these decisions may be changing.

Explanation that participation is entirely voluntary, and that the real names of the community and community members will not be used in the final report.

[Please note that the term “women/man” in the questions below should be substituted with the sex of the focus group. Also, the term “community” should be substituted with the actual name of the community.]

**Module 1: Ladder of Power and Freedom**

- Let’s begin our discussions today by talking a little bit about your community. In general, do you think this community is a good place for a woman/man to live? Why?  
  
  [This question is designed simply to warm up the group. Please do not spend more than 5 minutes discussing.]

- FGDA1. Generally speaking, would you say that you are:


[Please see section on "Visuals" for discussion of how to gather responses to this and the other closed-ended questions in the focus group. As discussed there, it may be easiest to provide the focus group members with small pieces of paper and pencils to record individually their levels of happiness. Then collect the papers in a cup and record the responses on flip chart paper so that all can see.]

- Would any of you like to share some of the reasons for your happiness rating?

- Do you think the same things make women and men happy? Why?  
  
  [If the discussion is not very rich, it may be useful to ask about differences in happiness between women and men in their family life? Working Life? Freetime?]

- What do you do to have a good time during your free time? Do you think women and men spend the same amount of time and money having a good time?

- Now we are going to create a Ladder of Power and Freedom. Imagine that the top step is for the women/men who live in this community who have the most power and who enjoy the most freedom.
here. And the bottom step is for women/men in this community who have the least power and the least freedom.

[The facilitator should draw a ladder that only depicts the top and the bottom steps. As the focus group members describe the different qualities of women/men at these two steps, the facilitator should note key features on the chart next to their respective steps. And the note taker needs to be sure to capture all of the rich details that make each step distinctive. The appendix at the end of the Methodology Guide contains an illustration of a ladder visual from the pilot in Liberia. ]

- I’d like to start by discussing the top step. How would you describe a woman/man in this community who is very powerful? How would you describe a woman/man who has great freedom? [Please be sure to probe deeply into local people’s understandings of both the concepts of power and of freedom, and what it means to have a lot of each one.]
  
  o Tell me about the qualities of women/men who are on the top step of Ladder of Power and Freedom. What is their life like?
  
  o Is it good for a woman/man to be powerful?
  
  o What does it mean for a woman/man to have a lot of freedom? Is it good to have a lot of freedom?

- What does it mean to be a woman/man in this community who has little power? And who has little freedom?
  
  o Tell me about the qualities of women/men in this community who are on the bottom step of the Ladder of Power and Freedom. What is their life like here?
  
  o What does it mean to have little freedom?

- Now, I’d like us to think about the steps between the very top and the very bottom. Let’s place a step just above the lowest step. What is a woman’s/man’s life like who has somewhat more power and freedom than a woman/man at the very bottom step?

- Thinking about the different women/men who live in this community, do you think we need to place another step between step two and the top stop? [If so, have the group describe the characteristics of women/men on step 3, and keep adding steps until the group is satisfied that all the different levels of power and freedom that are present in their community are captured and richly described in the Ladder. Throughout the Ladder activity, the note taker needs to be careful to document the specific steps of the ladder that are associated with each of the responses of the focus group members.]
I’d like to know more about the Ladder, and what generally happens at the different steps.

[There is no need to ask any of the questions below that were already addressed without probing. Again, the ladder is designed to capture information about women’s and men’s lives at the specific steps, and not just about women/men in general. It may be that on some questions there is little difference among the different steps, and this is fine. But then this should be recorded in the notes as well as the factors and events that relate to the different groups of women/men in the community at the specific steps of the ladder. Please encourage extensive discussion about each of the topics below, and how they relate to the specific levels of power and freedom that the group has indicated on their ladder.]

Let’s focus for a moment on step 1. Do women who live on step 1 generally have a certain level of education? Why is this the case?

What about step 2, do women on step 2 here have the same level of education as those on step 1?

[Repeat this query about education for each of the steps, always probing into the reasons for the similarities or differences between the different steps mentioned by the group. Then, for each of the topics below, begin on the bottom step and, as with the topic of education, carefully move the discussion up the ladder step-by-step].

What would the woman/man’s husband/wife [opposite sex of focus group] be like at step 1? And what would the couple’s relationship be like on step 1? [Move up the ladder to other steps.]

What type of households can be found at step 1? [Let the group interpret “type of household” however makes sense to them. Then probe into whether women at this step might have a certain size of household or certain kinds of members in their household. Then repeat the query, moving up the ladder step-by-step.]

Does a woman/man move about freely around the community on step 1? What other places would a woman/man go on step 1? [Move up the ladder to other steps.]

Does a woman/man on step 1 have a lot of friends?

What types of paid work or income generation activities would a woman/man have at step 1? [Repeat the question, moving up the ladder step-by-step.]

Would it be possible to be woman/man on the bottom step and have a good job with a good income? Or, could a woman/man be very powerful but have a bad job that pays poorly?
- If a woman/man earns money, can she/he alone decide how to spend it at step 1? [Repeat the question, moving up the ladder step-by-step.]

- Would a woman/man have savings at step 1? If so, how would they save? Would they have their own bank account? [Probe deeply into the specific ways that women/men save in the community and whether and how this may vary at the different steps. Again, this may be jewelry, animals or property or rotating credit groups or a formal bank. We want to know if savings practices change as power and assets are accumulated. Be sure to move slowly up the ladder.]

- What are the biggest things that a woman/man would own and control, and alone be able to buy and sell at step 1? [Repeat the question, moving up the ladder step-by-step.]

- If a woman/man on step 1 wants to start a small business and needs $100, what different places could she/he turn to for a loan? [Move up the ladder to other steps.]

- What kind of economic cooperation might there be between a man and a woman on step 1? [Move up the ladder to other steps.]

- Now, I’d like to ask you how a woman/man can move up the Ladder and acquire more power and freedom in their life.
  - What generally happens to a woman in this community who moves from step 1 to step 2? [Probe step-by-step into the factors or events that have happened to women in the community that have helped them to move up at each step of the ladder. The note taker needs to be careful to document the factors or reasons that cause women to move up at each of the different steps. Please do not discuss upward movement in general terms. The discussion needs to be grounded in specific steps and specific experiences of women in that community.]

- Now I’d like to know if it is possible for a woman/man to lose power and freedom here, and fall down the steps of the Ladder?
  - If so, what generally happens to women in this community who move down from the top step? How and why does this happen? [As with the questions on climbing up the ladder, move the discussion step-by-step down the ladder on what causes women to fall at the different steps.]

- What would help to prevent women/men from losing power and freedom? [Please encourage the group to relate their responses on how to prevent falling to specific steps and reasons for falling.]

Imagine that this community had 100 women living here. If we had to divide up these women between the different steps of your ladder, how many would be on the top step? [Continue to get the percentages for all of the steps, and note the shares on the chart. The focus group must arrive at a consensus on the share of women (or men) on each step now and ten years ago. This consensus (rather than, say, a range of 10 to 20 %) is very important because further guidance will be provided on calculations that will be done with these...
percentages to arrive at an index that enables rough comparisons on trends between the two focus groups and between focus groups across communities.]

- Now I’d like to ask you what would be different about this ladder if we were creating it 10 years ago? [This question is very important. Please spend time probing into a discussion about how gender roles and norms may or may not be shifting in that community.]

  o Are there some things that women/men used to do, but no longer do now? Are there some things that women/men do now, but did not do in the past? [Note the differences on a separate list.]

  o How would 100 women/men have been distributed in the community 10 years ago? [Please note these shares on the ladder as well. Ask them to explain their responses.]

- In many countries, laws have been changing to provide women with more rights. What new laws of this kind are you aware of? [If there is silence, perhaps probe into a couple of the following areas as relevant to your country context: in some countries there are relatively new laws setting a minimum age of when women can legally marry, or laws that strengthen women’s rights to own and inherit property, or that strengthen child support or women’s share of assets in the event of divorce. There are also sometimes new laws that support equal pay for equal work, or stronger laws to protect women from domestic or workplace emotional abuse and violence.]

  o Do you see any changes in recent years because of these laws? What has changed?
Module 2. The Market

Now I'd like to talk about the ways that people make a living who live in this community. Generally, how do people search for jobs here? How do they find out about a job opening? Is it easy to obtain information about job opportunities?

[Begin the next series of questions with a blank chart. Please do not prepare this chart in advance, as it is important that the group not know where the questions are heading in advance of asking them. At the top on the left of the chart, create a list with the best ways to make a living that are available in the community. Then draw a line at the bottom of the list, and start another list right underneath with the worst jobs. Once the two lists are complete, then create columns for women and men and add check marks to indicate the jobs that are held by men and the jobs that are held by women in that community.]

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Please also make it clear to the focus group to base their responses on jobs that women and men actually have who live in their community. The list should not include jobs that very wealthy or very poor people have who do not live locally and who they do not actually know. Also, explain to the group that we are not only interested in knowing the most common jobs, but rather we would like to create a long list of the many different economic activities that people do in the community. If people mention a general job, like farming or running a business, ask them to describe the specific kinds of farms or businesses that people have in that community. If the group is only naming jobs that are specific to their sex, then probe into the presence of common jobs for the opposite sex until it becomes clear that the idea is to create a full list.]

What are the best ways that people make a living in this community?

- [For a few of the common types of jobs, ask:] What makes this a good job?
- What are the worst ways that people make a living?
  
  o Why is this a bad job?

- Which of these different jobs do men do? And women? [For jobs that both women and men do, probe into whether there are certain tasks related to those jobs that women do and that men do.]

- Of all of these jobs, which are the most common ones that women and men do here? [Please mark these jobs with an asterisk or underline — and strive to include among the set of most common jobs, best and worst jobs that both women and men do and that only women and only men do. These “most common jobs” should be the focus of the remaining questions so that people are grounding their responses in the actual experiences of community members.]

- How important is education for having a good job? [Please refer to the good jobs that are common there.]

  o What skills are important nowadays? Are there certain skills that women or men lack but need to get a good job?

- What determines whether certain jobs are more for men and others are more for women? [Again, refer to the most common jobs as relevant when asking each of these questions.]

  o Do you think men and women are better at different jobs? Are they stronger at different skills?

  o Do you think men are discriminated against for certain types of jobs?

  o And women – what kinds of discrimination do they face?

  o Do men and women commute to work in different ways?

  o Are gender differences in access to jobs a good thing? Should this change?

- What role does distance play in having a good job? Let's say there are manufacturing jobs available a few villages away [if rural] or on the other side of town [if urban]. Would it be easy or difficult for a man from this community to take this job? And for a woman? [Probe deeply into this, and whether a woman’s access would likely be restricted to a certain age, marital or parent status, or socioeconomic status, or vary by religion or ethnicity. Are there safety concerns?]?

- More or less how much would a young man from this community earn when he starts working in [mention a job that is common in that community and in which both men and women work]? And a young woman, how much would she typically earn when she first starts this job? [Please indicate in the notes whether the pay is daily/weekly/monthly.]
– How do men here react to losing their job? What happens? And women?

– What is keeping you from getting one of the best jobs on this list?

[With the following case, please substitute names that are currently popular among young people. In Liberia, for instance, the team is using Precious and Prince. Also, please adjust the savings amount so appropriate for your local context.]

– Imagine the case of a married couple living here. Let’s call them Judith and James. Judith has been working very hard and has managed to save $100; and she is thinking of investing her savings in a business. Judith has discussed her business ideas with family and friends, and she would like to start a small food stand selling homemade sweets. James, however, does not support his wife’s business plan. How difficult do you think it would be for Judith to go ahead with her small business without James’s support?

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- Why? [Probe into the different responses.]
- Would this be different if James decided to open a business, and Judith was not supportive of his idea? [Record response.] Why?
- Let's say that Judith begins her business and it is successful. Is the money that Judith earns hers alone to decide how to use? Or, is some of it for James to decide how to use?
- Does Judith have her own possessions? Does James have his own possessions? What important purchases do Judith and James spend their own money on? What do they purchase together?
- Let's say that Judith and James have many disagreements beyond their business activities, and decide to get a divorce. Is this easy for them to do in your community?
  - What are some of the biggest hardships facing a woman and a man going through a divorce? Has this situation changed in recent years?
  - Do their extended families support their decision to separate?
If Judith or James got into a dispute, say over child custody/support or the division of property, where could Judith turn for help with resolving such a dispute? Where could James turn? [If relevant, probe into the presence/use of both informal and formal dispute resolution mechanisms that are present.]

Now I’d like to know more about the different resources available to people in this community to support their economic activities.

- Do women/men in this community belong to any economic groups? How are the groups helpful?
- What are the most important sources of credit or loans in this community? Do the sources differ for women and men?
- Are there any NGO, religious, or government programs that directly support local people with their economic activities? Are they helpful?

**FGDA5.** When thinking about your life and wellbeing in general, how important are your friends, neighbors, and other acquaintances beyond your family?

1. VERY IMPORTANT -- I OFTEN COUNT ON THEIR HELP AND ADVICE
2. SOMEWHAT IMPORTANT -- I COUNT ON THEM OCCASSIONALLY
3. NOT VERY IMPORTANT -- MOSTLY I COUNT ON MY FAMILY FOR HELP AND ADVICE

My friends, neighbors and other acquaintances are ....

|--------------------|------------------------|-----------------------|

[AFTER collect the individual responses, probe into the reasons for the responses and the types of people in women’s and men’s peer networks. Are they the same gender? Same socio-economic status? Only very local or also beyond the community?]
Module 3: A Good Wife and a Good Husband

I’d now like to discuss the topic of a good wife and a good husband. For a woman to be seen as a good wife in this community what is she like? What does she do? Why?

[Support the focus group to develop a multidimensional list of characteristics without probing into specific directions. As members of the focus group provide responses, ask them to explain their responses and summarize them on a chart labeled “A good wife.” Then continue with other questions.]

- How does a good wife who lives here spend her day? What are her main tasks?
  - What kind of mother is she?
  - Does a good wife contribute to family income? If not, why not?
    - If so, how does she balance work and family life?
  - If you were going to describe a good wife from the time of your mother’s generation, in what ways would she be different from a good wife today?

- What is a good husband like who lives in this community? What are his main tasks?
  - What kind of father is he?
  - Does a good husband have to be a good provider?
    - If so, how does he balance his work and family life?
  - If you were going to describe a good husband from the time of your father’s generation, in what ways would he be different from a good father today?

<table>
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<th>A good wife</th>
<th>A good husband</th>
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<td>Now</td>
<td>Previous generation</td>
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What does it mean for there to be equality between a man and a woman?

- Is this kind of equality a good thing?
- Do you think there is any link between a good couple and equality between women and men? Why? Or, why not?

What happens to a woman when she is not a good wife? And what happens to a man when he is not a good husband?

The following questions are very sensitive, and please encourage as open, frank and flowing exchange of views as possible. It may be helpful to capture this discussion with a cause/impact diagram as suggested below. For each form of violence, please try to probe into the different ways that they are experienced locally. List the key types of violence mentioned in the center of the diagram; and the note taker should take detailed notes of these. Make clear that in people’s explanations about the types of violence that are present, we do not need to know any names or specific details surrounding a particular circumstance involving violence. Rather, we are trying to gain a general understanding of the different causes and forms of violence that are present in the community, and their main consequences.

The facilitator should be flexible with documenting findings on the diagram. For example, if a focus group member perceives that coming home to a cold dinner is a form of violence, then it is fine to list this as such. The facilitator’s most important role is to capture the group’s own perceptions and experiences and to keep the discussion flowing.

Verbal, psychological, economic, and physical forms of violence—as described in people’s own words.

Causes of fights or tensions between a couple that can lead to abuse

Forms of Abuse

Consequences of abuse

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<th>Cause</th>
<th>Consequence</th>
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The diagram shows the relationship between causes, forms of abuse, and consequences.
Now I’d like to change topic slightly. As we know, all couples go through ups and downs.

– What are some of common causes of fights or tensions between a husband and wife in this community? [Please begin the cause/impact diagram by listing the responses on a chart labeled "causes of tensions".]

– Do you have any knowledge of domestic violence against women who live in this community? This might be a case of violence that was reported to the police or that was resolved by community leaders. Or, it might be an incidence of violence in a household that you learned about informally, perhaps from a friend or neighbor?

[Again, please provide slips of paper so that the focus group members can select their responses to the following questions in private. Then post and discuss the responses.]

FGDA6. Taking into account just the experiences of this community, how would you rate the presence of violence against women in their households on a scale of 1 to 4? Violence against women in the household:

- almost never happens here........................1
- occasionally happens here.........................2
- regularly happens here.............................3
- frequently happens here............................4

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<td>Now</td>
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<td>Ten years ago</td>
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FGDA7. Once again on a scale of 1 to 4, and taking into account just the experiences of this community, how would you rate the presence of violence against women in their households 10 years ago?

– [After discussion of the responses, ask:] What generally happens when couples fight?

[[Again, please try to elicit different forms of violence. It may be helpful to refer to some of the causes of violence on the chart. In the analysis for your report, it would be helpful to identify the different types of abuse that are present, such as verbal, psychological, economic, or physical abuse. For the focus group, however, there is no need to direct the discussion in a particular direction. Use the questions below only as helpful to enrich the discussion. Again, there is no need to ask each question.]

– Do men in this community sometimes abuse their wives? What are leading causes of this? What are the consequences? Are there any causes of tensions between couples when violence would be justified?

- Do women sometimes abuse their husbands? What do they say or do?
 Which would you say is more common -- a man abusing his wife or a woman abusing her husband?

Are other household members ever involved in this kind of violence? If so, what members and how are they involved?

Do some men keep women in constant need of asking for resources to purchase necessities? Do men maintain control over the women’s earnings or the assets that she brought into the household when she married?

What are the consequences of violence? For a woman? For a man?

Now, I’d like you to consider another type of violence.

FGDA8. In some places, community life may be limited by fear of crime or assaults. On a scale of one to five, with one being a very safe community and five a very dangerous one with frequent thefts and assaults, how would you rate the safety of this community?

1. This community is very safe with no crime and people can leave their doors open
2. This community is safe with only minor crimes once in a while
3. This community is neither dangerous nor safe with some thefts and assaults on a regular basis
4. This community is dangerous with many thefts and assaults
5. This community is very dangerous with frequent thefts and assaults at all times of day.

FGDA9. And ten years ago, how safe was the community?

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<thead>
<tr>
<th></th>
<th>Very safe</th>
<th>Safe</th>
<th>Neither safe nor dangerous</th>
<th>Dangerous</th>
<th>Very dangerous</th>
</tr>
</thead>
<tbody>
<tr>
<td>This community is</td>
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<tr>
<td>Ten years ago, this</td>
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<td>community was</td>
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[If safety is poor:] How does the poor safety of the community affect people’s lives here?

[Ask no matter what the rating:] Do women and men face different types of safety problems in this community?
I’d like to close the focus group by asking you to think about the future. What are your greatest hopes for the future? What changes would make the biggest difference in your life?

- What changes would make the biggest difference in the lives of your daughters? [Pause and get responses.] And your sons?

*Many thanks for being so generous with your time today and for sharing your views and experiences.*
Activity 4. Mini Case Study

Purpose

- To provide in-depth analysis on a topic that emerges as important in the focus group discussions for understanding gender differences in economic decision-making or local trends in gender equality more generally.

Selection of Informants

Upon completion of the focus groups, the team should come together and propose topics that would be appropriate for the mini case. Based on the topic, additional interviews should be conducted as needed with local informants who are knowledgeable about the topic and can provide relatively objective information. In many cases, it may be useful to consult with informants of both sexes on the topic.

Time Requirement

- One to two hours

Description of Method

Please prepare a mini case study during the field work in the community. The case should be selected because the topic clearly emerges as important during the focus group discussions for understanding gender differences in economic decision-making, or a new trend in local gender relations and norms. The topic might be an important figure, event, or factor in the recent history of the community, preferably within the past 10 years.

Below are a couple of ideas of topics that a mini case study might explore:

- a local male or female role model who has broken, or helped to break, a gender barrier. This might be a successful woman who was mentioned in the focus group because she blazed new trails in a particular business. Or perhaps there is a politician who provides scholarships or employment connections for young women;
- the opening of a new high school or vocational school;
- a factory opening or closure that employs(ed) many male or female workers in the community;
- a particular incidence of violence against a woman that is mentioned by more than one focus group;
- common migration opportunities used by numerous young women and men;
– the opening of a new train or bus station that connected the village to urban labor markets;
– the role of an important local economic organization in helping (or excluding) economic activities of importance to women;
– the gender dimensions of an important micro-credit program operating in the community;
– the arrival of internet service or another type of media; and how women and men are using it;
– gender differences in the effects of a shock to the community and in coping strategies.

For each case, it will be important to present diverse perspectives on the topic and to discuss the different views and experiences of males and females. Below are a few general questions to consider in the data collection and analysis:

– What effects has this event or factor had on the wider community?
– When were the effects first apparent and how long did they last? How have these effects changed over the last 10 years?
– Have men and women been affected differently by the changes, such as changes in who is being hired or in earnings or in the ability to accumulate or protect major assets?

**Analysis/Output**

The case should be about 1 to 2 pages long, and provide evidence from multiple perspectives on the topic and the reasons for its impacts on economic decision-making and trends in gender equality in the community.
Activity 5. Focus Group Discussion with Adolescents: Reaching for Success

Purpose:
To explore with adolescent girls and boys

| Module I: Happiness, education and aspirations | Happiness  
The value of education  
Aspirations for the future |
| Module II: Transitions to the world of work | Local economic opportunities  
Savings practices and control of assets |
| Module III: Families and community life, health and safety, time use | Formation of families  
Norms surrounding adolescent girls and boys  
Domestic violence and public safety  
Social networks  
Daily time use |

Informants:
- A group of 8 to 12 female adolescents, ages 12 to 16
- A group of 8 to 12 male youths, ages 12 to 16

The composition of the focus groups should, as much as possible, reflect the range of educational and work experiences that are common in the community for adolescents of these ages. Since age is very important at this stage of life, it will be better if the ages of the focus group members were clustered around the younger (12-14), middle (13-15), or older (14-16) age ranges. If possible, it would be useful to get variation in the age clusters across the sample of communities, with younger teens interviewed in at least half of the focus groups if possible, and the middle or older teens in the others.

Time Required
2.5 hours

Materials
In advance of the focus group, please prepare posters with the visuals and complete the format on the next page. In addition, focus group members should be provided with pencils and post-its for their (anonymous) responses to the closed-ended questions. Tape, markers and blank poster paper will also be needed.
Focus Group Discussion: Reaching for Success

Name of the community: ____________________________________________
City (if urban): ____________________________________________
District (if rural): ____________________________________________
Date of focus group: ____________________________________________
Type of focus group: Adolescent male ____ or female ____
Facilitator: ___________________________________________________
Note Taker: __________________________________________________

Focus Group Members

<table>
<thead>
<tr>
<th>Name (family name not needed)</th>
<th>Age</th>
<th>Current principal status (e.g. student, working, unemployed, housewife)</th>
<th>Highest level of education completed to date</th>
<th>Occupation</th>
<th>If working for pay, how many hours/day do your work?</th>
<th>Marital status</th>
<th>Number of children</th>
<th>Relationship to Household Head</th>
<th>Number of members in household</th>
<th>Father's occupation/or main adult male in household</th>
<th>Mother's occupation/or main adult female in household</th>
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Total #
Interview Guide

[Please note that the term “girl/boy” in the questions below should be substituted with the sex of the focus group. Also, the term “community” should be substituted with the actual name of the community.]

− Welcome and introductions
  
  o Explain that we are conducting focus groups with adolescents, youths, and adults around the world to explore how people are making key economic decisions in their lives. We hope to learn more about how these decisions vary by gender and age group across different communities and different countries around the world.

  o Their participation is entirely voluntary, and the real names of the community and focus group members will not be used in the final report.

Module 1: Happiness, education and aspirations

− Let’s begin our discussions today by talking a little bit about your community. In general, do you think this community is a good place for a teenage girl/boy to live? Why? [This question is designed simply to warm up the group. Please do not spend more than 5 minutes discussing.]

− FGDC1. Generally speaking, would you say that you are:


[Please see section on “Visuals” in the Methodology Guide for discussion of how to gather responses to this and the other closed-ended questions in this focus group. As discussed there, it may be easiest to provide the focus group members with small pieces of paper and pencils to record individually their levels of happiness. Then collect the papers in a cup and record the responses on flip chart paper so that all can see.]

− Would any of you like to share some of the reasons for your happiness rating?

− Do you think the same things make boys and girls your age happy? Why? Or, why not? [If the discussion is not very rich, it may be useful to ask about differences in happiness between women and men in their family life? Friends? Freetime?]

− What do you do to have a good time?

− Do you think boys and girls spend the same amount of time having a good time?
Education

[If only a small number of focus group members went to school, then please skip this section. If more than half of the focus group members are attending or did attend school, however, then please cover this section on educational experiences, and ask for the understanding and patience of focus group members who did not attend school as the other members of the group discuss these questions. An alternative could be to save these questions for the very end, and let the others go who did not attend school.]

- What do you think about going to school? Is it useful to complete primary school? Is it useful to complete secondary school? Why?

[Only ask the next three question if school enrollment is low, or there are large gender or social group differences in enrollment:]

- How do families in this community decide which boys to send to school? And when boys should stop going to school?
- And how do families decide which girls will go to school? And when girls should stop going to school?
- How do you think families should make decisions about sending boys and girls to school?

FGDC2A. Ideally, how much education would you like to have?

|----------------------------|------------------|--------------------|------------------|-------------------------------------------|---------|

- Why? [Invite volunteers from the group to explain their answer.]

[Please complete the round of voting and discussion on the first question, and then add the bottom row (on expectations) to the table after the voting and discussion on ideals is completed.]

FGDC2B. Based on your current situation, how far in school do you think you will actually go?

- Why? [Invite volunteers from the group to explain their responses. It will be especially important to focus this discussion on whether and why their hopes differ (or do not differ -- depending on the pattern]
of responses) from their expectations; and whether and why they feel unsupported (or supported) in achieving their educational goals for themselves."

- How do you think your school could do a better job of preparing girls for their future? And boys?

[Skip the next question if all of the focus group members are still in school.]

**FGDC3.** For those of you in this group who went to school but are no longer studying, was the end of your education because:

<table>
<thead>
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<th>Reason</th>
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<tbody>
<tr>
<td>1. No money to pay fees</td>
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<td>2. Need to work to support my family</td>
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<td>3. No school facility</td>
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<td>4. My parents stopped me from going to school</td>
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<td>5. Do not like school</td>
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<tr>
<td>6. Got married</td>
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<td>7. Need time to take care of family</td>
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<td>8. Got pregnant</td>
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<td>9. Felt unsafe</td>
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<td>10. Other (specify) ____________________________</td>
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[Please prepare this table on a chart in advance of the focus group. If there are literacy gaps, the options may need to be read out several times. Again, respondents should vote individually on the most important reason for ending their education; and this should be followed with a good discussion about the reasons for the responses provided.]

- What role did you play in the decision about how long you stayed in school and what role did your parents or the other adult members of your household play in this decision? [Depending on responses, probe into whether mothers or other female adult household members may generally be more or less supportive of children's education than fathers or other male adult household members.]

- If you wanted to continue studying but could not, what would have helped you to stay in school?

### Aspirations for the future

- Now I'd like you to think about your future. What do you hope to be doing when you are 25 years old? How are you preparing to accomplish this? [Please spend some time on this question, asking most if not all members of the group to share their aspirations.]

- What do you think about the kind of life that your mother has? Or if you don't live with your mother, what do you think about the life of the female adult in your home?

  - Do you hope to have the same life as her? What does she say about your aspirations for the future?
What do you think about the kind of life that your father has? Or the male adult in your household? Do you hope to have the same life as him? What does he say about your aspirations for the future?

Do you think that at some point in the future, you will have to support your children or other family members?

Who in your family or community do you most admire? Why? How have they influenced you and your hopes for the future?

Is there anyone on TV or radio, in the newspapers, in politics, or perhaps in sports or entertainment whom you regard as a good role model?

Module II: Transitions to the world of work

- At what age would a girl start to work? And a boy?
  - Is it good for girls and boys your age to work? Why or why not?

- What do you think are the best ways that boys and men make a living in this community?

- And girls and women? What are the best ways that they make a living?

- What are the worst ways that males and females make a living in this community?

- What determines whether certain jobs are more for males and others are more for females?
  - Do you think males and females are better at different jobs? Are they stronger at different skills?

- Are some jobs unsafe for females? Which jobs and why?
  - Are some jobs unsafe for males? Why?

- What role does distance play in having a good job? Let's say there are manufacturing jobs available a few villages away [if rural] or on the other side of town [if urban]. Would it be easy or difficult for a man from this community to take this job? And for a woman? [Probe deeply into this, and whether a woman's access would likely be restricted to a certain age, marital or parent status, or socioeconomic status, or vary by religion or ethnicity. Are there safety concerns?]

- How important is education for having a good job?

Now I'd like to discuss a few factors that can affect a girl's and woman's working life.
– Can a girl your age move freely around this community and beyond it? Or do some girls move freely but others stay inside or close to their homes?
  
  o What about boys? Can they move freely?

– Overall, do you think women should stay home and care for the children? Or, is it acceptable for some but not other mothers to work? Or should all mothers be able to work if they choose?

– What do your family, friends and neighbors think of working mothers? What should they think about working mothers?

_Savings practices and control of assets_

Next let’s talk about different issues related to your use of money, including making money, spending money, and having savings. We know that some girls and boys have money to spend and save and others do not.

– Where do you get the money that you spend?

Some people do different kinds of work that they get paid for either with money, or perhaps with goods or services, such as meals, housing or education fees. This can be regular work or irregular work. You can work for yourself or for someone else.

– Do boys and girls your age in this community work for cash or for goods or services?

  o What kind of work do they do? How are they paid?

– What do young girls here spend their money on? And boys, what do they spend their money on?

– Who makes the decision on how to spend your money? (you alone; you together with someone else; or someone else). If someone else, who?

– Have you saved any money? Where do you keep your savings?

  o What are you saving for?

– What are the biggest assets that a girl/boy who lives in this community might own themselves?

Module 3. Family and community life; health and safety

Now I’d like to change the subject again, and talk about the time when girls and boys start to go out and spend time together in this community. [Please adapt these questions as appropriate for local norms.]

– At what age does this generally happen? Is this a good age?

– Do you think it is good for young people to spend time with the opposite sex?
What do parents think about young couples? What do their friends think?
- At what age might they begin to have sex? Would this make them a couple forever?

Now let's discuss when young people usually come together and start their own families in this community.
- At what age does this generally happen? Is this a good age?
- Do girls your age feel a lot of pressure to get married? What about the boys here? Do they feel a lot of pressure to marry?
  o At what age do you think you will get married?
- At what age do girls/women typically get pregnant for the first time?
  - Is this a good age? What age do you think would be best for the mother and child? Is there an age that you consider too young to be pregnant?
    - How many children would you like to have?
    - Do you prefer sons or daughters? Why?
  - Do women decide in this community how many children to have? If not, how is this decision made?
  - What share of young women in this community do you think use contraception? Why? Are health and family planning services available in your community? Would it be easy for someone your age to use these services?
  - What about boys here? Do they know about safe sex? Do most, some, or a few boys practice safe sex?

**Good Girls and Boys, Bad Girls and Boys, and Safety**

*Please start with an empty poster paper, and create a table summarizing the responses to these questions. However, the columns should be added one-by-one only after the question about that column is asked. Again, it is important that the focus group not know where the questions are heading.*

<table>
<thead>
<tr>
<th>Good Girl</th>
<th>Good Boy</th>
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</table>

71
Now I'd like you to think about all of the different kinds girls who you know your age in the community. Focus for a moment on the girls who are generally seen by everyone to be the "good girls." How would you describe them? What is a good girl like? What makes her a good girl?

- What kind of daughter is she? What kind of work does she do around the house?
- Does she work outside the house? Does she go to school? Who are her friends? Does she have a boyfriend?

Now I'd like you to think of the boys who are generally seen to be the "good boys." How would you describe them? What is a good boy like?

- What kind of son is he? What chores does he do around the house?
- Does he work outside the house? Does he go to school? Who are his friends? Does he have a girlfriend?

Now I'd like you to think of the girls who are generally seen to be the "bad girls" in this community. How would you describe them? What is a bad girl like? What will her future be like?

- And a bad boy? What makes a boy a bad boy? What will his future be like?
- Do you think the families and friends of good girls and boys are different from the families and friends of bad girls and boys? How?

Do you know of any girls in this community who have experienced violence at home? Why do you think violence happens?

- And boys? Do you know of any boys who have experienced violence at home?

**FGDC3.** How would you rate the general level of safety and freedom from violence and abuse that a young girl/boy faces inside their homes in this community?

<table>
<thead>
<tr>
<th>1. Girls/boys are almost always safe here from physical violence</th>
<th>2. Girls/boys are mostly safe.</th>
<th>3. Girls/boys are occasionally unsafe and have to watch out.</th>
<th>4. Girls/boys are often unsafe.</th>
</tr>
</thead>
</table>

[Discuss the range of responses provided by the group.]
Do you think violence inside the home is a problem in this community? Why? Or why not? [Discuss the range of responses provided by the group.] What kinds of violence might a girl face? And a boy?

Where can a girl turn for help with this kind of problem? And a boy?

If you had a friend who had been sexually assaulted, what would you tell her to do? Should she keep it to herself or tell someone?

- What can be done to reduce violence against girls?
- Are there any circumstances when it is justified for a man or boy to beat his wife or girlfriend?

Now let’s move outside the home and discuss the safety of this community.

**FGDC4.** How would you rate the general level of safety and freedom from violence and abuse that a young girl/boy faces outside their homes in this community?

| 1. Girls/boys are almost always safe here from physical violence and emotional abuse. | 2. Girls/boys are mostly safe. | 3. Girls/boys are occasionally unsafe and have to watch out. | 4. Girls/boys are often unsafe. |

[Invite discussion on the range of responses to FGDC4.]

How safe is it for a young girl to move about in this community? Do you think girls face any risks of being harassed, abused, or assaulted by someone when they are in the streets of the community? Do they risk being trafficked? Do they face any other types of risks?

What places can a girl go to in this community safely on her own? [Probe into whether a girl can visit alone places like the local market, local health center, their friends' homes in the neighborhood, school, and workplace.]

Are there some places that are not safe for girls to go in this community unless they are accompanied?

- If so, why are these places unsafe? And what can be done to make them safer for girls?
- What about a boy? Do they face any risks of being harmed when moving about in the community?
- Now let’s focus on the different groups or circles of friends who are your age in this community. Do you think the boys' groups of friends put pressure on each other to be abusive or violent with one another? Do they put pressure on one another to be abusive with girls?
o Do you think the girls' friends put pressure on them to behave in certain ways? Are girls ever abusive with each other or towards boys here? Are girls ever violent in this community?

o Are there any youth gangs here? Are they dangerous? [If present, please probe into whether there may be problems of fights, weapons, or drugs.]

o Have any teachers or others who work with youth in this community ever mistreated or abused girls or boys? If so, how?

- Do you think there are any links between the levels of safety inside and outside the home that boys and girls your age face?

Social Capital

- I'd like talk about today is how young people are involved in their community. What kinds of organizations inside and outside of school are the girls/boys active in here? Can any girl/boy who lives here participate? Or can only some girls/boys participate?

- Do girls/boys have opportunities to assume a leadership role?

FGDCS. When thinking about your daily life, how important are your friends, neighbors, and other acquaintances beyond your family?

1. VERY IMPORTANT -- I OFTEN COUNT ON THEIR HELP AND ADVICE
2. SOMEWHAT IMPORTANT -- I COUNT ON THEM OCCASIONALLY
3. NOT VERY IMPORTANT -- MOSTLY I COUNT ON MY FAMILY FOR HELP AND ADVICE

My friends, neighbors and other acquaintances are ....

|--------------------|------------------------|-----------------------|

[After collecting the individual responses, probe into the reasons for the responses and the types of people in women's and men's peer networks. Are they the same gender? Same socio-economic status? Only very local or also beyond their immediate neighborhood?]

- Where can a young girl/boy in this community turn to for help in an emergency besides their own family? Let's say you needed to borrow money or spend the night someplace?

Daily time use

- The final topic that I'd like to talk about is how girls/boys your age in this community typically spend their day. Try to remember how you spent your time yesterday [if this was not a day of work or study, then mention the most recent day of work]. If yesterday was not a typical day, then describe another day. What time do you wake up? What do you do in the early morning? What do you do next?
[Invite a volunteer from the group to come up to the chart and mark up the timeline with colored markers or highlighters according to the four categories below. Please have the color-coded key and timeline visible on charts for the entire group to see. Then have the volunteer briefly narrate their day. It is fine to probe more deeply into time use, such as when they take a lunch break or how much time they spend commuting. Then proceed to document and share the daily schedules of two additional members of the focus group.]

| Working inside the home on chores and caretaking | Yellow |
| Unpaid work (e.g. family farm or in family business) | Purple |
| Earning income | Green |
| Attending school and studying | Blue |
| Commuting (for work, school, shopping, etc.) | Gray |
| Free time | Red |

5:00 a.m. | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 p.m. | 1:00 | 2:00 | 3:00 | 4:00 | 5:00 | 6:00 | 7:00 | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 a.m.

[The questions below are for the whole group, and not just the three who shared their daily schedules.]

– What time of day is generally the most difficult? Why?

– What household tasks do girls have? What household tasks do boys have?

– What time of year is generally the most difficult? Why?

  o Does your daily schedule differ at all depending on the time of year? If so, how?

75
- How would this table be different if it was prepared by a group of [mention opposite sex]? How do you think that they spend their day? [The facilitator should create a timeline on the chart using the final row. Invite the group to reflect on major differences and similarities between how women and men use their time.]

- If you could change how you use your time, what would you change? What activities do you have to do but would like to do less of? What activities would you like to do more of?

- What activities would you like to trade with the opposite sex?

- Finally, is there anything else you would like us to know about you and what it is like to be a young boy or girl in this community? Is there anything more you would like to tell us?

*Many thanks for being so generous with your time today and for sharing your views and experiences.*
SECTION III: DOCUMENTATION, DATA ANALYSIS, AND REPORT PREPARATION

The reporting requirements for the study include i) detailed write ups of each data collection activity conducted, ii) a community synthesis report for each sample community, and iii) a country synthesis report. Each of these is discussed in turn below.

Documentation of Data
As discussed in section I, the field team will need to provide documentation of each data collection activity in the form of i) seven appendices to the community synthesis report (the mini case study can be presented directly in the main community synthesis report) and ii) a completed excel table of the closed-ended questions in the community questionnaire and the focus groups.

Each of the six focus group appendices should begin with information completed as indicated in the box below.

<table>
<thead>
<tr>
<th align="left">Focus Group Discussion: Making Economic Choices _____ or Ladder of Power &amp; Freedom _____</th>
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<tbody>
<tr>
<td align="left">Name of the community: ___________________________</td>
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<td align="left">City (if urban): ___________________________</td>
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<td align="left">District (if rural): ___________________________</td>
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<td align="left">Date of focus group: ___________________________</td>
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<td align="left">Type of focus group: Adult _____ or Youth _____</td>
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<td align="left">Male _____ or Female _____</td>
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<td align="left">Facilitator: ___________________________</td>
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<td align="left">Note Taker: ___________________________</td>
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Focus Group Members

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<thead>
<tr>
<th>Name (family name not needed)</th>
<th>Age</th>
<th>Relationship to Household Head</th>
<th>Marital Status</th>
<th>Level of education</th>
<th>Number of Children</th>
<th>Occupation</th>
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The actual community questionnaire and interview guides should be used to present the findings in the appendices, with the different responses noted below the particular question and any visuals completed as relevant in the appendix (e.g. also reproduce in Word the flip charts developed for the daily time use, ladder, best/worst jobs, community roles/responsibilities). Please include as many actual quotes as possible in the write ups. In the focus group write ups, also be sure to include a reference to the name wherever possible. Again, nametags may be useful for this purpose as well as helping the facilitator build rapport with the group.

In the case of presenting focus group findings for the Ladder module, it may be useful to create separate paragraphs for each step that is described under each of the questions.

**Community Synthesis Report**

The community report provides a systematic synthesis of what has been learned during the fieldwork. It should include a summary table of all of the fieldwork conducted, and a rich description of the community with the information gathered from the community questionnaire.

The analysis should compare differences in responses to the questions across gender and generations, and other dimensions that emerge as important in economic decision making in the locality. It will be especially important for the analysis to assess whether and how gender roles and norms may be changing over time and why. This can be done by comparing responses to the same or similar questions between the adults and youths of each gender. There are also questions on several topics in the Community Profile and in the adult focus group that explicitly ask about what has changed compared to ten years ago. The researcher needs to bring the findings together and present a coherent story about what is the same and what has changed for women and for men as individuals, at the household level, in the market, and in the wider community. The following statements may be useful for synthesizing and presenting findings from the community reports:

- Gender norms are evolving in the following ways.... which means x for men and y for women...

- The following patterns and trends are clear and undisputed (x, y, and z) but the following patterns were more idiosyncratic (a, b & c).

- Clear challenges for the women in terms of decision-making lie in ... at the household level, in.... in the labor market, and in ..... at the community level. For men, the challenges are different...."
Critical issues in terms of control over human/financial capital come the form of x for younger women and y for older women...

In the main narrative, please indicate the level of agreement and disagreement on key findings within and across the six focus groups. Please be sure to provide extensive evidence from the fieldwork, including many actual quotes to support findings and conclusions about gender and economic decision making in that community as well as tables that synthesize the numerical data collected. When using quotes in the main report it will be important to indicate the name or gender of the informant and the particular data collection activity ("According to Martha in the focus group of youth ....").

Please be sure to reproduce all of the visuals in the front of the report as well as in relevant appendixes. The main narrative needs to include interpretation of and references to each visual. For the closed-ended questions, the responses to the same question from the women and the men should be combined in a single table to ease the comparative analysis. Again, the discussion of these findings should also support the main findings about the status of and changes in gender roles and norms in that community. On the ladder, for example, you might discuss how the top step has changed over the past ten years to support a main message about how education and employment opportunities are contributing to important changes in women’s roles. A message about rising gender equality might also be supported by identifying similarities in the men’s and women’s top steps or in their tables about the best and worst jobs in the community.

The mini case study should be presented as a text box or subsection of the actual report rather than as an appendix; however, please be sure to indicate in the community report that this is the mini-case and the particular sources used to compile the case. It will be important to provide different perspectives on the topic by drawing from the focus group discussions as well as the key informant interviews.

The main report should then be followed by the seven appendixes with the data collection activities; and a separate excel sheet should be submitted with the responses to the closed-ended questions (a standardized excel table will be provided). The team may also include, in separate text boxes, lessons learned and good practice tips from the fieldwork that may contribute to strengthening assessments of this kind in the future.

Country Synthesis Report
A country report of approximately 50 pages should present comparative analysis of the leading findings from across the sample communities. One of the most challenging tasks for qualitative report preparation
is moving beyond lengthy lists and descriptions of the findings to providing analytic narratives that make a strong case to the readers that a small set of three, four or five factors (or processes) are the principal forces shaping the topic under study. A good report is then carefully organized around this set of findings, with each finding supported by compelling evidence about why and how it is significant.

The methodology for this assessment is designed to enable rich comparative analysis of differences between women and men, between youths and adults, and between urban and rural communities on key economic decisions. Questions explore, for instance, decisions surrounding when to leave school, where to work, family formation, the accumulation and control of major assets, and community engagement and leadership. There are also many questions to support detailed analysis of changes over the past ten years in women’s and men’s household, economic, and community roles, and whether or not the gender norms shaping these roles are also changing.

The initial task in the data analysis is to identify patterns and trends across the different sampling groups (women/men, youth/adults, urban/rural) in the gender dimensions of these decision-making processes; and whether there are changes in roles and norms over time. Emphasis in the presentation of findings should then be placed on decisions and changes where strong patterns emerge in the groups sampled; and depending on the decisions and changes identified, these patterns may signal either persistent gender inequalities or rising gender equality in the different areas under study.

Below are questions that may help guide the data analysis:

- On the issue of when to leave school, for example, which of the different sampling groups (women/men, youth/adults, urban/rural) are the most likely to stay in school the longest? The shortest? What factors and processes do the women and men say are driving their educational choices and contributing to these differences? (Similar analysis could also be done for decisions surrounding work opportunities, asset control, and community engagement...)

- Are there places where educational or work opportunities are roughly comparable for women and men? If so, what can the data tell us about the reasons for increasing gender equality in these areas?

- Do younger or older women exercise significant economic independence for some key life decisions but not others? In some community contexts, but not others?

- How do younger and older men’s decision-making processes differ? How might these trends be affecting women’s opportunities and choices?

- For what types of economic decisions, or under what conditions, are gender relations in the household more cooperative? More conflict-ridden?

- What gender norms are changing surrounding women’s and men’s traditional household, economic and community roles? What norms seem particularly resistant to change?
Depending on the policy focus and sampling, other types of comparative analysis may be possible, such as between different ethnic or occupational groups or between groups with different levels of education. For some arguments, it may be useful to present contrasting case studies of two communities where trends in women's economic independence and gender equality are very different.

To the fullest extent possible, please indicate the scale or intensity of key findings by documenting the frequency across the focus groups. For example, the strongest finding possible might be presented as such: "In all 24 focus groups conducted across the four communities visited, it was reported that women continue to shoulder nearly all of the housework and childcare." This lead finding might then be enriched with the comparative discussion of time use among the youths as well as evidence from their other modules across the focus groups. It is imperative that statements of findings be supported with evidence. For example, if "girls have much more freedom to choose their husbands than before," then the report must marshal detailed evidence from across the communities and groups to back this up.

Findings that are less prevalent might be qualifiers as: "Among the urban and rural youth groups sampled, there was near agreement that young couples now live together rather than enter into formal marriages as did their parents..." "Both young and adult men in the two rural sites maintained that they had no means to expand their productivity due to weak prices for their produce and limited access to financing..." Other approaches to indicating the scale of findings might include: "Most participants..." or "Hardly any participants..." Again, all of these statements of findings require detailed evidence from actual focus group quotes, visuals, and notes to back them up.

The main report might also have findings such as: "Only one male group -- the young men from the better off urban community -- mentioned doing any household chores." Idiosyncratic results such as this are also welcome in the report but such findings need to be carefully positioned in relation to the rest of the arguments in the main narrative. Are they bellwethers of trends to come? Are they potentially useful for policy? Perhaps they are they new, and require further research?

Especially important, good qualitative research always provides specific details that bring the findings to life. Both the community and national reports should be full of direct quotes, sayings, and stories that come right from the discussions during the fieldwork. We want to hear directly from women and men about their ideas, experiences, and views, and about how and why they are making the major life decisions that they do. When using quotes in the country report, it will be important to indicate the community as well as name or gender of the informant and the particular data collection activity ("According to Martha in the focus group of youth from Los Pinos ....").

The country report should also include extensive quantitative findings and visuals from across the dataset. The main narrative should provide analysis of and references to any visuals included; and visuals, like quotes, should also be accompanied with a complete citation, indicating the sample, activity, and community. When presenting data of most any kind in the narrative, it is often most helpful for the reader if the strongest pattern of finding if presented first, and then other findings are discussed in descending order of importance.
In sum, the rich evidence compiled for this assessment needs to be embedded within clear arguments about the leading factors and processes surrounding the gender dimensions of economic decision-making. Statements of findings must then be supported by outputs from the groups (some combination of quotes and visuals, or syntheses of these) with a clear indication of the scale of the finding. For example, if it emerges in three different communities that women only work in more flexible and lower paid jobs that make it more manageable for them to juggle their household tasks, then the analysis should probe deeply into why women are only doing these types of jobs and not others across the different contexts. Again, the challenge will be to identify a relatively small set of factors and processes around which to explain the most important conditions and trends on gender and economic choice emerging from the data across the sample communities. Text boxes might be used to present mini cases or to convey findings that may only be present in a single community or for a relatively limited sample group. Again, such cases should be carefully selected because they may be signaling a new trend or raising valuable policy or research questions.

Teams should submit to the World Bank a detailed message outline of their national synthesis reports before preparing the first draft. The outline should convey the leading analytic arguments that will be made in the report and highlights of the evidence basis supporting these arguments.